

**THE INFLUENCE OF USING CONTEXTUAL TEACHING LEARNING
(CTL) TO THE STUDENTS' ACHIEVEMENT IN LEARNING
GRAMMAR AT THE SEVENTH GRADES OF *SMP NEGERI 1 LOSARI*
*KAB. BREBES***

A THESIS

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by:

Syukron Makmun

Reg. Number: 50540473

**ENGLISH EDUCATION DEPARTMENT OF FACULTY OF EDUCATION OF
SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES
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ABSTRACT

SYUKRON MAKMUN : *The Influence of Using Contextual Teaching Learning (CTL) to the Students achievement in Learning Grammar at the Seventh Grades of SMP Negeri I Losari Brebes.*

The objective of this research is to know if there is not any positive effect of applying CTL Approach in teaching grammar to the seventh year students of second semester at SMP Negeri I Losari Brebes in academic 2010/2011.

The population in this research is all the seventh years students of the second smester at SMP Negeri I Losari Brebes. Whereas the sample is taken at random. There are two groups for the sample, the experiment group and the control group. Each contain 40 students.

Before measuring the learning achievement of the both groups, the tes item is given first to 40 students to know its validity and realiability.

From the result statistic alanalysis the value of t-test is 4,8981 whereas the value of t-table with db=78 on the significant standard 5% is 1,645. So, $t\text{-test} > t\text{-table}$ ($4,851 > 1,645$).

By the presence of significant difference and paying attention to the mean of both research sample group, it can be concluded that there is positive effect of the applying that CTL Approach in teaching grammar on the seventh years students achievement in second smester at SMP Negeri I Losari Kab. Brebes in academic year 2010/2011.



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language has been regarded for long time as a means of communication. People use language in so many functions or purposes such as to build up relationships, to learn culture, and so forth. They can utter their ideas, feelings and thoughts by saying words. And the communication between them will not happen if the language activities are ignored.

There are many languages which are used by people in the world. Every country has its own language. For example, as Indonesian, our official language is *Bahasa Indonesia*. Due to we officially speak *Bahasa Indonesia*, it does not mean we do not learn the other languages such as English, Mandarin, Arabic, French, and so forth. But up to now, the trendiest foreign language is English because it becomes the language of science and technology and also as a formal international language.

Because of being much used in America, Europe, Australian, and so forth, English is also assumed to be a formal international language that is used in an international forum as in United Nation, where international communities may express thoughts, ideas, and feelings by the language between each other.

It is why English is learned in many countries as a foreign language that is taught in schools including Indonesia, in which the





government has decided that English should be taught in elementary schools as a local subject.

English is taught as a primary subject in junior high schools. English is one of the subjects included in national final examination (UAN). The target of learning English at Junior High School is the back up the mastering and the developing four elements of language (speaking, reading, listening, and also in mastering grammar and structure). On the contrary, the fact answers the different words.

Ghani Johan (2002: 126) says in his book:

“Learning a foreign language is a special accomplishment. Million of people learn foreign language, but very few succeed in mastering it. The first and obvious reason is that the learner of foreign language had experience with another language. It is native language structure which his first obstacle of learning a new language. The beginner in a foreign language has so over learned his first language that is hard for him to say the same things in a different ways.”

Wahyati (2003: 1) says that there are many students of Junior High School, even graduates, are not capable of using Basic English Proficiency. She adds that the majority of students are not capable of making connections between what they are learning and how knowledge will be used.

Grammar rules are mostly taught by using lecture method, without further meaningful practice. Some students assume that the meaning of grammar refers to the structures of pattern in the sentences.

Teaching grammar by Contextual Teaching and Learning is expected to make the students active in their own outside the classroom.



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There are a lot of efforts from the author of education and teachers, especially English teachers, in which are able to improve learning result. They do hardly to get innovation in teaching and learning English.

Recent changes in education policy, which emphasize greater teacher involvement in designing competency based curriculum (KBK). To be focused on teaching the materials, it's supported by instructional approach based contextual learning. By this method the student's are acquainted with practical application in the context of the real world. C. Murni Wahyanti (2003: 1) says that:

“Contextual approach recognizes that learning is a complex process that goes far beyond stimulus and response methodologies. It discovers that most students' interest and achievement in language improve when they are helped to make connections between new information and experiences they have had, or with other knowledge they have already mastered”

“The Contextual Teaching and Learning (CTL) is an educational process to help students see meaning by connecting academic subject with the context of their personal, social and cultural circumstance”. (US. Department of Educational, 2001)

Learning occurs when students process new information or knowledge in such away that it makes sense to them. The teacher should be creative and adaptable in the signing student's task so that the materials and tasks can be interesting and attrack student's attention.

B. The Problem Identification

There are many methods in teaching English. However it is not enough to tell all the methods in this thesis. For this reason, the researcher narrows the problems into one method to be observed, namely the Contextual Teaching and Learning (CTL) whether or not it influence Grammar of the seventh year of SMPN 1 Losari Brebes.

C. The Problem Limitation

In this thesis the researcher would like to limit the problem only on the students' responses to the applications of contextual teaching and learning, the students' achievement in grammar and the effect the applications of contextual teaching and learning. The researcher will limit at the problems as follows:

- CTL (Contextual Teaching Learning) is an approach of teaching and learning the material and classroom activities to real situation and actual experience that concern on the creativity, critical thinking, problem solving and apply the knowledge in their daily lives (Prayoga, 2003: 4)
- Grammar is the description of ways in which words change their forms and can be combined into sentences' in that language (Jerry Harmer, 2001: 12). The researcher would like to limit the grammar materials only on grammatical classes (part of speech).



D. Research Questions

The questions of this research include:

1. How is the student' responses to the application of contextual teaching and learning in learning grammar?
2. Is there any positive influence of applying the CTL to the students' achievement rather than Grammar Translation Method (GTM) in learning grammar?"
3. Is the Contextual Teaching and Learning (CTL) more appropriate in grammar?

E. Research Purposes

The purposes on this research are:

1. To know the students' response to the application of contextual teaching and learning are the students' achievement in grammar.
2. To know whether the CTL is more appropriate approach in grammar.
3. To know the influence of the application of contextual teaching and learning in the students' achievement in grammar.

F. Research Functions

As the result of this research will have been known that there will be many benefits practically, as follows:



1. The students are able to use their minds scientifically, practically and effectively, so they will be more active and creative in teaching-learning process at school.
2. The English teachers are hoped to choose and use the appropriate teaching approach to get a good learning achievement of their students.
3. It is the material for the head master to motivate the teacher to get good learning achievement.

G. Framework of Thinking

Contextual teaching and learning is a new model in Indonesia. It stresses and focuses on the students not on the teacher. Teaching and learning activity will be effective if teachers always take attention to the respects. They are the material and the students' background knowledge in real life.

On the other hand, at grammar translation method, it focuses on the teacher not on the students. Teaching and learning activity in a typical Grammar Translation text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation. So the grammar translation method often creates frustration for student, it makes few demands on the teachers.

In choosing methods, the teacher should be wise to take consideration about what appropriate methods to be made of use in carrying out his task are. As Pringowidagda (2002: 115) said that by using exactly methodology, the students are expected to understand the material well.





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The learning achievement is more influenced by the activity in teaching-learning process.

Here we are in the twenty-first century with the world of technology at our fingertips, so that's why that many young people are finding it a struggle to make the transition from school to work? Not only makes frustration for students but also a cost for business and our economy as a whole. We need to prepare young people for high quality jobs.

An excellent way to do this involves strategies of Contextual Teaching and Learning (CTL). These strategies work together to connect the content of knowledge with the context of application. Students then can process new information in a way that makes sense to them because it fits in their frames of reference.

In a CTL learning environment, students discover meaningful relationship between abstract ideas and practical applications in a real world context. Students internalize concepts through discovery, reinforcement, and interrelationships. Contextual Teaching and Learning creates a team, whether in the classroom, lab, worksite, or on the banks of a river. CTL encourages educators to design learning environments that incorporate many forms of experiences to achieve the desired outcomes. (Hull & Sounders, 1996)

The Contextual Learning Institute and Consortium (CLIC) Research Project, conducted by the Oregon State University, was designed to train teachers in the contextual learning methodology. Results from the CLIC project include:

- Students accepted more responsibility of their own learning
- Students discipline problems, absenteeism, and tardiness were down
- Students enjoyed a positive social interaction
- All students learned more (gifted, average, and less gifted)
- Contextual learning teachers need significant school-based logistical support
- Teaching teams are important in contextual teaching and require planning time

H. Hypothesis of the Research

There is positive effect of applying CTL in teaching grammar on the seventh year students of second semester at SMP Negri 1 Losari Brebes in the academic year 2010/2011.



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